

**TEACHING-LEARNING PRONUNCIATION THROUGH READING ALOUD  
TECHNIQUE AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF  
SMP NEGERI 2 GADING REJO 2016/ 2017 ACADEMIC YEAR**

**A Thesis**

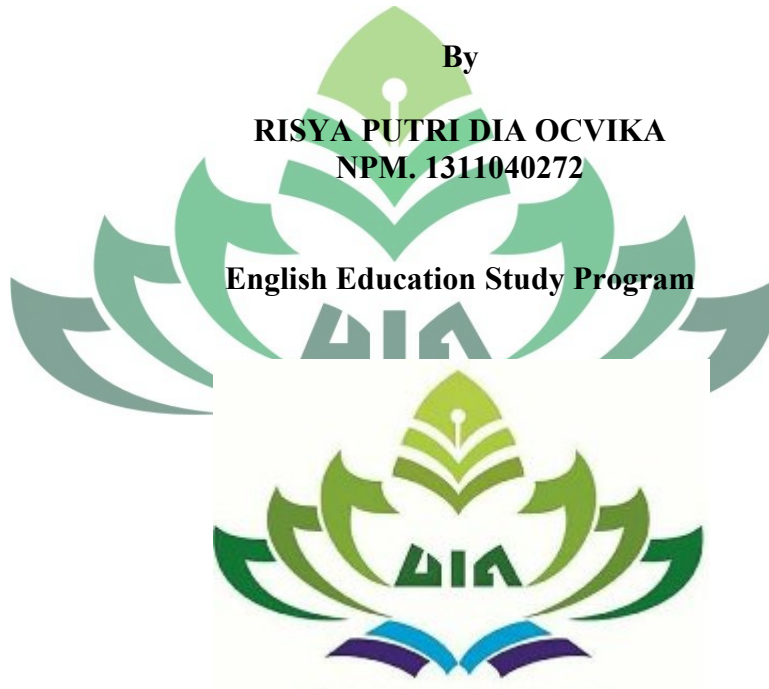
**Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

**By**

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2017**

## **ABSTRACT**

### **TEACHING-LEARNING PRONUNCIATION THROUGH READING ALOUD TECHNIQUE AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 2 GADING REJO 2016/ 2017 ACADEMIC YEAR**

**By**

**Risya Putri Dia Ocvika**

In teaching and learning process in the class, many students found difficulties in learning English. One of the difficulties was the students had a lack of pronunciation. Furthermore, the students have problem in pronunciation to pronounce the word correctly. The object of this research is to describe process of teaching and learning pronunciation through reading aloud technique at the second semester of the eighth grade of SMP Negeri 2 Gading Rejo, to describe the teachers' and the students' problems in teaching and learning process.

In this research, the researcher used descriptive qualitative method. The researcher used purposive sampling technique to determine the sample. The researcher used class G as a sample because class G had a lowest score which consisted of 36 students. In collecting the data, the researcher used three kinds of instrument in qualitative research, they were observation, interview and questionnaire. The researcher used three major phases of data analysis, they were data reduction, data display and conclusion drawing or verification.

From the data analysis, the researcher found in teaching and learning pronunciation through reading aloud technique at SMP Negeri 2 Gading rejo were as follows: The first, teaching and learning process were done on two observations. In the end of the lesson the teacher did not give teach test to the students because the times were almost end. The second, the teacher got some problems such as he had difficulties of theory pronunciation especially in stress and unstress, and also the teacher had a lack of practical classroom skill made the teacher was confuse to give the complex relationship between English spelling and pronunciation to the students. The third, the students had no problem in their motivation because based on the questionnaire 78% students stated that they intersted in learning pronunciation. However, there was no problem in students' motivation.

**Keyword:** Teaching and learning pronunciation, reading aloud technique, descriptive qualitative method.





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## MOTTO

وَأَقْصِدْ فِي مَشْيِكَ وَأَغْضُضْ مِنْ صَوْتِكَ إِنَّ أَنْكَرَ الْأَصْوَاتِ لَصَوْتُ الْحَمِيرِ ﴿١٩﴾

*Meaning: “and the moderate in the pace, and lower thy voice for the harshest of sound without doubt is the braying of the ass”. (Q.S.Lukman: 19).<sup>1</sup>*



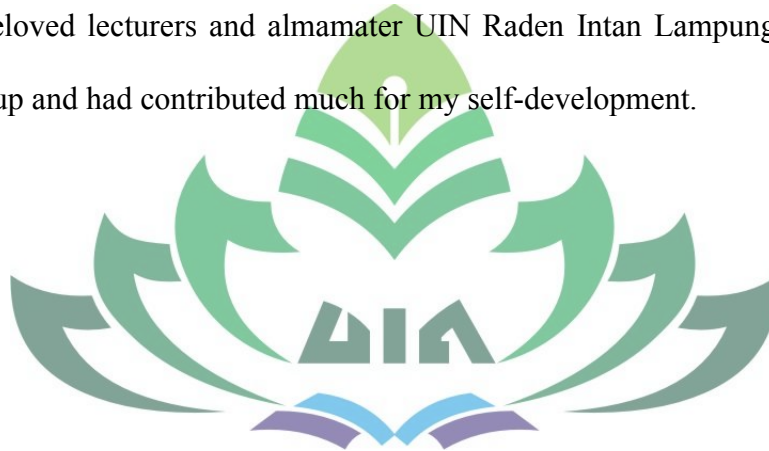
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<sup>1</sup> The Holy Qur'an English Translation of the meanings and Commentarry King and Fand Holy Qur'an Printing Complex. p. 226.

## DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Syamsul Rizal (the late) and Mrs. Ramziah who always love me and to keep on praying for my life and success. Words cannot describe how lucky I have a mother like you, I love you forever.
2. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and had contributed much for my self-development.



## **CURRICULUM VITAE**

The name of researcher is Risya Putri Dia Ocvika. She is called Risya or Putri. She was born on May 03<sup>rd</sup>, 1995 in Wonosari, Gading Rejo, Pringsewu. She is the only child of Mr. Syamsul Rizal (the late) and Mrs. Ramziah. She does not have brother or sister.

She accomplished her formal education at kindergarten at TK Patria Gading Rejo and finished in 2001. Then she studied at elementary School of SD Negeri 4 Wonodadi Pringsewu and graduated in 2007. Then, she continued in Junior High School of SMP Negeri 2 Gading Rejo and finished in 2010. After that, she continued her study in Senior High School of SMA Negeri 1 Gedong Tataan and graduated in 2013. Next, she continued IAIN Raden Intan Lampung in 2013 as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in IAIN Raden Intan Lampung, beside as a student the researcher also was active in two organizations in the campus when she was in first semester until fourth semester. They were UKM Bahasa and Esa (English Students Association). Then, she also joined a number of training such as TOEFL training by UKM Bahasa 2014, and proposal training by ESA in 2016.

The reseacher started her fisrt studying kinderganten education at TK Patria Gading Rejo in 2000, then graduated in 2001



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First of all, praise be to Allah, the Almighty, the Most Merciful, the Most Beneficent who always gives His blessing and mercy to the writer during his study to complete this final project. Peace be upon the great messenger Prophet Muhammad, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the writer would like to express her gratitude to:

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Finally, none or nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, August 2017  
The writer,

Risya Putri Dia Ocvika  
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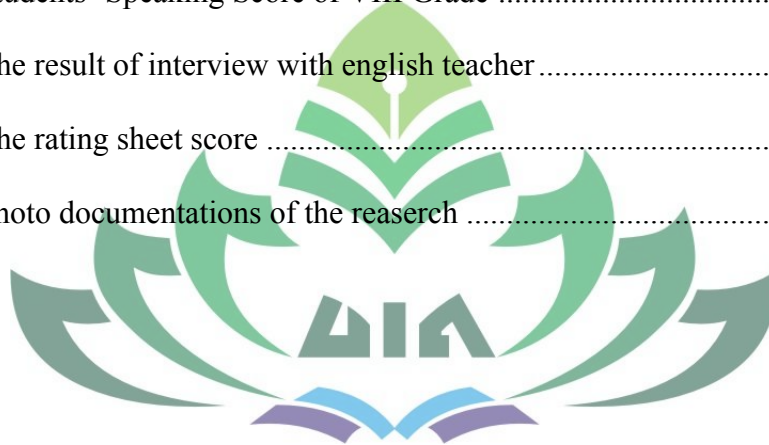
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is a group of sounds with specific meaning and organized by grammatical rules.<sup>1</sup> It is a tool for expressing ideas, thoughts, opinion and feeling. In this context language is very important because it is used not only for the communication among people but also for getting knowledge, technology and even culture. In some countries, English becomes second language, but in Indonesia English becomes foreign language. It is the first foreign language and must be taught in every school from kindergarten up to university. English is taught for kindergarten as introduction about the first foreign language in Indonesia, and for elementary school as the local content subject, whereas from junior high school up to university as the compulsory subject.

To learn English is not easy. Actually, in learning English is same as learning other languages, because we have to learn four skills of languages, they are listening, speaking, reading and writing. The four skills are intergrated one to another. From the four skills above, speaking is the skill that has direct communication or interaction. Thornbury states “Speaking is interactive and requires the ability to co-operate in the

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<sup>1</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.10

management of the speaking turn.”<sup>2</sup> By mastering speaking skill, we can communicate with others, express our ideas and process the information we had gotten. QS. Ar-rahman 1-5 has explained about how we must articulate our speech especially in point 4 as follows:

الرَّحْمَنُ ﴿٥٥:١﴾ عَلَّمَ الْقُرْآنَ ﴿٥٥:٢﴾ خَلَقَ الْإِنْسَانَ ﴿٥٥:٣﴾ عَلَّمَهُ الْبَيَانَ ﴿٥٥:٤﴾ الشَّمْسُ  
وَالْقَمَرُ بِحُسْبَانٍ ﴿٥٥:٥﴾

Meaning: (1) The Merciful One (2) has taught the Qur'an, (3) has created man, (4) and has taught him articulate speech. (5) The sun and the moon follow a reckoning.<sup>3</sup>

Al-Bayan means to speak, because Al-Qur'an is the context from Allah SWT so Al-bayan its self means that how to read it, this takes place by facilitating pronunciation of articulation and facilitate the letters move through the throat, tongue and two lips in kind of articulation appropriate with the letters. Speaking is the productive skill in the oral mode. In learning speaking, there were five micro skills that have to be learnt, they are pronunciation, grammar, fluency, vocabulary, and comprehension. One of the important micro skills of speaking is pronunciation. Pronunciation is one of the essential noun based in an oral form and the basic ability of speaking English as well as other languages. Clear pronunciation makes the students easy to understand and produce intelligible sound.

<sup>2</sup> Scott Thornbury, *How to Teach Speaking* (Cambridge: Longman, 2006), p. iv

<sup>3</sup> The Holy Qur'an English Translation of the meanings and Commentary King and Fand Holy Qur'an Printing Complex. p. 532

Many kinds of technique and game are used to increase students pronunciation ability. One of the technique is Reading Aloud. Reading Aloud is developed by Lynne Cameron. Lynne Cameron said that Reading aloud to young children by the teacher (or other adult) has an enormous range of benefits.<sup>4</sup> So each students uses a text and then they reads aloud, teacher listen and correct their pronunciation each word that wrong produced by students.

Reading aloud is necessary to be learned. It is supported by Huang at English Departement in Zhenjiang Watercraft College of PLA in his research about reading aloud said “Reading aloud to middle and high school students can motivate them to read, enticing them with good a short story and providing a model of excellent reading, phrasing, expression, and pronunciation.”<sup>5</sup> By using reading aloud technique, students can test themselves whether the pronunciation that they are saying is correct or not. If the pronunciation is not correct, it can be revised directly by the teacher. When the teacher is reading aloud to students, the teacher engages them in texts that they might not be able to teach. In the process, the teacher expands their imagination, provide new knowledge, support language acquisition, build vocabulary, promote reading as a worthwhile, enjoyable activity.

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<sup>4</sup> Lynne Cameron, *Teaching Language to Young Learners* (New York: Cambridge University Press, 2001), p.141

<sup>5</sup> Lianguang Huang, *Reading Aloud in the Foreign Language Teaching*. 2010, English Department, Zhenjiang Watercraft College of PLA, Volume 6, p.148. Available at : <http://www.ccsenet.org/journal/index.php/ass/article/viewFile/5683/4602> [ on Wednesday 15<sup>th</sup>, June 2016 ]

Based on the preliminary research conducted at SMP N 2 Gading Rejo at eighth grade, the English teacher Mr. Slamet Bowo, S.Pd said that there are so many techniques or strategies to teach pronunciation such as using poetry, song, news casting and reading aloud. The researcher found that teaching pronunciation with reading aloud has been applied there. From the result of interview from both teacher and students, the researcher found that most of the students at eighth grade students of the school still found difficulties in mastering pronunciation. First, students still brought in their mother tongue influence. Baker says that students of different mother tongues have different pronunciation problems<sup>6</sup>. Particularly at beginner level, some students may be happy to spend some time on sounds which are easy for them.

Second, students were lack of pronouncing consonans and vowels so they're speaking is not clear. Third, students were lack of intonation and stressing. And the last, students were lack of motivate in teaching pronunciation so students felt so difficult to pronouncing each word from the text. The teacher also explained that actually this technique was good to be used but the students still got low score.

The use English in teaching English pronunciation has been previously discussed by some researchers. According to the first previous study that had been done by Riswanto and Endang Haryanto (2013) at SMA Negeri 7 South Bengkulu, Indonesia with the title of the research was improving students' pronunciation through

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<sup>6</sup> Ann Bakker, *Introduction English Pronunciation* (New York: Cambridge University Press, 1992), p.6

communicative drilling technique. The result of the researcher shows that one of the technique can be applied in teaching English pronunciation is drilling because by applying the technique pronunciation teaching can be more effective, and it is able to improve students' pronunciation achievement.<sup>7</sup>

Based on the second previous study that had been done by Mirza (2015) at Antalya, Turkey with the title of the research was ESL and EFL learners improve differently in pronunciation. The result of the researcher shows that PLS (pronunciation learning strategies) helped both groups decrease their mistakes when producing the 10 sounds. It's noteworthy mentioning that the students pronounce better when reading aloud. Maybe more time is needed for them to articulate correctly all these 10 sounds. Additional research is needed to investigate whether these students can transfer their pronunciation knowledge from reading aloud to spontaneous speech.<sup>8</sup>

Third previous research that had been done by Cavas (2016) at Viena, Austria with the title of the research was development of an intelligent mobile application for teaching English pronunciation. The result of the researcher shows that the developed intelligent mobile application will provide light to future researchers in this field. In

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<sup>7</sup> Riswanto, *Improving Students' Pronunciation through Communicative Drilling Technique*. 2013, Bengkulu, Volume 2.p.82. Available at : [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKewjn1c6q76HTAhXIP48KHQS4DX4QFggdMAA&url=http%3A%2F%2Fwww.ijhssnet.com%2Fjournals%2FVol\\_2\\_No\\_21\\_November\\_2012%2F10.pdf&usg=AFQjCNHX3H99\\_6B2t-4XxAy14LL0lSQEpw](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKewjn1c6q76HTAhXIP48KHQS4DX4QFggdMAA&url=http%3A%2F%2Fwww.ijhssnet.com%2Fjournals%2FVol_2_No_21_November_2012%2F10.pdf&usg=AFQjCNHX3H99_6B2t-4XxAy14LL0lSQEpw) [ on Thursday 13<sup>th</sup>, April 2017 ]

<sup>8</sup> Hanadi S. Mirza, *ESL and EFL Learners Improve Differently in Pronunciation*, 2015, Turkey, p.486. Available at : [www.Sciencedirect.com](http://www.Sciencedirect.com) [ on Thursday 13<sup>th</sup>, April 2017 ].

addition, the learners who want to improve their pronunciation may find the developed intelligent mobile application useful and enjoyable to use.<sup>9</sup>

Based on the discusses of previous study, it can be concluded that there is a significant different of this research for previous ones. The difference lies on topic and skill applied. This research only focus on teaching and learning pronunciation trough reading aloud technique whereas previous studies focus on developing and improving pronunciation ability. Therefore the researcher was interested in conducting the research entitled “Teaching-Learning Pronunciation Through Reading Aloud Technique at the Second Semester of the Eighth Grade of SMP Negeri 2 Gading Rejo 2016/2017 Academic Year”.

## **B. Identification of the Problem**

Based on the background above, the researcher identifies the problem as follows:

1. Students' motivation in learning pronunciation was low.
2. The students found difficulties in pronouncing some words
3. The teacher already used read aloud technique but it did not run effectively.
4. The teacher could not control the whole situation in pronunciation class.

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<sup>9</sup> Nadire Cavus, *Development of an Intellegent Mobile Application for Teaching English Pronunciation*, 2016, Austria, p.365. Available at : [www. Sciencedirect.com](http://www.sciencedirect.com) [ on Thursday 13<sup>th</sup>, April 2017 ]

### **C. Limitation of the Problem**

In this research, the researcher limits the problems of the research to make it more focus. In junior high school, there are many interesting aspects to be analyzed, but the researcher only focus on teaching-learning pronunciation through reading aloud and the problems faced by the teacher and the students at the second semester of the eighth grade students of SMP N 2 Gading Rejo in 2016/2017 Academic Year.

### **D. Formulation of the Research**

In this research, the formulation of the problem is formulated as follows :

1. How was the process of teaching pronunciation through reading aloud technique at the second semester of eighth grade at SMPN 2 Gading Rejo in 2016/2017 academic year?
2. What were the teachers' problems in the process of teaching pronunciation through reading aloud technique at SMP N 2 Gading Rejo in 2016/2017 academic year?
3. What were the students' problems in the process of learning pronunciation through reading aloud technique at SMPN 2 Gading Rejo in 2016/2017 academic year?



### **E. Objective of the Research**

Based on the formulation of the problem above, the objectives of the research are as follows:

1. To know and describe the process of teaching pronunciation through reading aloud technique at the second semester of eighth grade at SMPN 2 Gading Rejo in 2016/2017 academic year.
2. To know and describe the teachers' problems in the process of teaching pronunciation through reading aloud technique of eighth grade at SMPN 2 Gading Rejo in 2016/2017 academic year.
3. To know and describe the students' problems in the process of learning pronunciation through reading aloud technique of eighth grade at SMPN 2 Gading Rejo in 2016/2017 academic year.

### **F. Significance of the Research**

After doing this research the researcher hopes it has significant as follows:

1. Theoretically
  - a. By using reading aloud technique, it is hoped that the students are more interest and motivated in learning pronunciation, so that their English pronunciation will be developed.
  - b. By using reading aloud technique the teacher can improve their pronunciation in teaching learning process so the goal of learning can be achieved.

## 2. Practically

- a. It is expected that this research can provide useful input improving the quality of learningf at school.
- b. As information to English teachers that reading aloud technique can give positive effect towards students' pronunciation ability.

## G. Scope of the Research

The scope of the research can be described as follows:

### a. Subject of the Research

Subject of the research were the students and the English teacher at the second semester of the eighth grade of SMPN 2 Gading Rejo in 2016/2017 academic year.

### b. Object of the Research

The object of the research were teaching and learning pronunciation through reading aloud technique.

### c. Time of the Research

The research was conducted at the second semester in 2016/2017 academic year.

### d. Place of the Research

The research was conducted at SMPN 2 Gading Rejo.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Frame of Theory**

English is spoken all over the world. It means that a lot of countries in the world communicate among them by using English as an international language. English is spoken as a first language by the majority populations of several sovereign states, including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. It is the third most common native language in the world, after Mandarin Chinese and Spanish. It is widely learned as a second language and as an official language of the European Union, many Commonwealth countries and the United Nations, as well as and many world organizations.

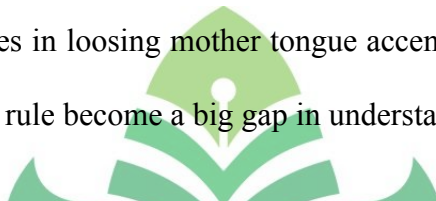
English has been acknowledged by most countries in the world as an international language and it has large influence to human life. For the example in Indonesia, English becomes one of the materials subject at school and as a part of national exam. In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, and causing to know or to understand.<sup>1</sup> It

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<sup>1</sup> H. Brown Douglas, *Principles of language learning and Teaching* (San Francisco: Pearson Education, 1941), p.8.

means that teaching is the process of transferring knowledge to the learners. Teaching also can make the learners know about something new in their life.

Even though in reality the students still find the difficulties in learning English because of the different rule with Indonesian language. It becomes a big homework for the teacher should be mastered English very well than the students and try to never judge when they have a mistake, because it can makes the students shy and afraid to make a mistake. Besides, our mother tongue has become a gap to master English. The difficulties in loosing mother tongue accent, limited vocabulary and the difference of language rule become a big gap in understanding the English.



Harmer says, “English as a foreign language is generally taken to apply the students who one studying general English at the schools and institutes in their own country or as transitory visitors as a target language country”.<sup>2</sup> It means that the purpose of teaching English as the first foreign language is to create a situation that the students can use it as a means of communication. The students should know how to use English as both oral and written communication.

Based on the explanation above, it can be concluded that communication is needed by the people over the entry world. Instead of as a communication tool for expressing our ideas and feelings. Through learning English we also can easily everything

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (Singapore: Longman Group UK Limited, 1991), p. 39.

because it is an international language. It also has a large influence in our life, because it is the window which opens up vast prospect of human achievement.

## **B. Concept of Pronunciation**

Speaking is the one of basic skills in learning a language besides listening, reading, and writing. As Turk states that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.<sup>3</sup> Speaking is the productive skill in the oral mode. In learning speaking, there were five micro skills that have to learn, they are pronunciation, grammar, fluency, vocabulary, and comprehension. One of the important micro skills of speaking is pronunciation. Pronunciation is the production of speech sounds for communication.

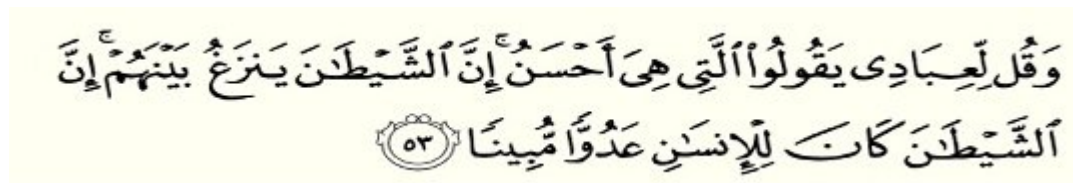
In the case pronunciation consist of organized sounds that are produce by the air that gets through the organ of articulation. In order to master English as a foreign language , we should master its pronunciation. Pronunciation is the basic skill in speaking. Hornby says, “pronunciation is a way in which a language is spoken, persons’ way of speaking a language of words of language.”<sup>4</sup> It means that the learners need to know how to pronounce words of language when they learn foreign

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<sup>3</sup>Christopher Turk, *Effective Speaking Communicating in Speech* (Francis: Spoon Press, 2003), p.9.

<sup>4</sup> As. Hornby, *Oxford Advanced Learners’ Dictionary Current English* (Oxford Univerity Press, 1948), p.670

language. QS. Al-Israa ayah 53 has explained about speak should be the right as follows:



Meaning: *"Say to my servants that they should (only) say those things that are best: For satan doth sow dissensions among them: For satan is to man an avowed enemy."*<sup>5</sup>

This ayah has explained that we should speak only what is the best so another one will accept our speech without miss understanding. Because satan like to make dissensions between us. Pronunciation or how to pronounce the word correctly is one of the way to increase our speaking ability. By knowing how to pronounce the words of language, we can speak the language well.

According to Cook, "Learning pronounce a second language means building up new pronunciation habits and overcoming the bids of the first language."<sup>6</sup> The way to pronounce other language or foreign language may differ to our language or our mother tongue.

There are three areas that need to know about pronunciation of English; Vowels, Dipthong, and Consonant.

<sup>5</sup> The Holy Qur'an English Translation of the meanings and Commentarry King and Fand Holy Qur'an Printing Complex. p. 288

<sup>6</sup> Abbas Pourhosein, *The Significance of Pronunciation in English Language Teaching*, 2012, English Language Teaching, Volume 5, p.96. Available at: <http://www.ccsenet.org/journal/index.php/elt/article/view/15940/20554> [ on Wednesday 15<sup>th</sup>, June 2016 ]

## 1. Vowels

A vowel is a speech sound produced without significant constriction of the air flowing through the mouth. Vowel sound can be divided into sets in a number of different ways:

### a. Close Vowels

For close vowels, the tongue is quite high in the mouth. Moving from /i:/ through to /u:/, we also notice the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel.

### b. Mid Vowels

For mid vowels, the tongue is neither high nor low in the mouth. Moving from /e/ through to /ɜ:/ we also notice different positions of the tongue; /e/ is a front vowel, and /ɜ:/ is a back vowel.

### c. Open Vowels

For open vowels, the tongue is low in the mouth. Moving from /æ/ through to /ɑ/, we also notice the different positions of the tongue; /æ/ is a front vowel, and /ɑ/ is a back vowel.<sup>7</sup>

## 2. Diphthong

Diphthong is a vowel in which there is a change in quality during a single syllable, as in the English words boy, bow, and buy. Diphthong can be analyzed as a sequence of two vowels or as vowel + glide.<sup>8</sup>

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<sup>7</sup> Gerland Kelly, *How to Teach Pronunciation* (Malaysia: Longman, 2000), p.31.



### 3. Consonant

Consonant are formed by interrupting, restricting or diverting the air flow in a variety of ways. There are three ways of describing the consonant sounds:

- a. The manner of articulation refers to the interaction between the various articulators and the airstream. For example, with plosive sound sounds, the articulators act in such a way that the air is temporarily trapped, and then suddenly released.
- b. The place of articulation gives more information about what the various articulators actually do. The example term 'bilabial, for example, indicates that both lips are used to form a closer.
- c. The force of articulation, the following terms are used: fortis or strong, and lenis or weak.

#### C. Concept of Teaching Pronunciation

Pronunciation teaching deals with interrelated skills recognition or understanding the flow or speech, and production or fluency in the spoken language. The study of pronunciation has become an important aspect in teaching English as a foreign Language. In learning process, student may face difficulty which is crucial to be described and analyzed. One of them is difficulty in pronouncing English words. Pronunciation has become a dilemma for students.

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<sup>8</sup> Jack C Richard and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic*. Third Edition (Malaysia: Fakenham Photo Setting Ltd, 2002) p.158

Kelly said that “ When a learner says, for example, *soap* in a situation such as a restaurant where they should have said *soup*, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of waiters)”<sup>9</sup> It means that the problem with the English language is pronunciation because what you see in English is not necessarily what you say. This can very frustrating for the learners who may have a good command for grammar and lexis but have difficulty in understanding and being understood by a native speaker. The fact that teaching pronunciation tends to be neglected, the teacher should concern and has interest to improve the students’ motivation in learning pronunciation.

As a result, making errors in pronouncing English as foreign language is common. It is natural in the early stage of second/foreign language learning process. A lot of pronunciation teach tends to be done in response to error which students make in the classroom. Such reactive teaching is, of course necessary, and will always be so. Grammatical and lexical difficulties arise in the classroom too, and teachers also deal with this reactively. However, when it comes to planning a lesson or devising timetable of work to covered, teachers tend to make grammar their first concern.

#### **D. Concept of Reading Aloud Technique**

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned. It is support by Huang “reading aloud is an important part in education

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<sup>9</sup> Gerald Kelly, *How to Teach Pronunciation* (Malaysia: Longman, 2000), p.13.

for all around development, which has several functions in English teaching”.<sup>10</sup> It means that reading aloud is an activity or tool for teachers to students. The teachers can use the readings contained in textbooks or other story books and read them aloud and good intonation so that each student can listen and follows how to pronounce the word.

Lynne Cameron said that Reading aloud to young children by the teacher (or other adult) has an enormous range of benefits.<sup>11</sup> Furthermore, it is obvious that some people are much better at reading aloud than others. They are confident and interesting. In all reading aloud it is important to emphasis the main ideas while conversing the appropriate attitude or emotion. As most of my students’ aim were, vaguely, to improve pronunciation. The students usually reading in whisper because they felt worried if they made errors in pronouncing. In producing different sounds, the learners are sometimes influenced by the native language process which is used frequently. The interference of native language process influences the lerners’ imitation. Hence, the errors in mastering new language cannot be avoided. For example, they may pronounce the word *read* is said [red] not [ried], another example when they pronounce the word *like* is [lik] not [laik].

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<sup>10</sup>Liangguang Huang, *Reading Aloud in the Foreign Language Teaching*, 2010, English Department, Zhenjiang Watercraft College of PLA, Volume 6, p.148. Available at : <http://www.ccsenet.org/journal/index.php/ass/article/viewFile/5683/4602> [ on Wednesday 15<sup>th</sup>, June 2016 ]

<sup>11</sup> Lynne Cameron, *Teaching Language to Young Learners* ( New York, Cambridge University Press, 2001), p.141.

According to Thornbury, he said that reading aloud also has advantage of providing a secure framework within which learners can focus on lower level features of talk, such as pronunciation, without added pressure of always having to plan the next utterance.<sup>12</sup> It means that reading aloud is a regular activity teaching or learning pronunciation at school. Sometimes teacher asks the students to read a text loudly to know student's ability in pronunciation. By allowing the students to text loudly the teacher can check student's pronunciation. By the end of the reading aloud activity, a lot of correction had been taken place from the students.

Based on the explanations above, reading aloud is a technique to read something aloud. It is very important to be learnt because it will help the students to practice word stress, intonation, and pronunciation.

#### **E. Teaching Pronunciation through Reading Aloud Technique**

Learning and using the correct pronunciation are important. Thus, teaching pronunciation is significant as well. Harmer said that "The fact that we may want our students to work towards an intelligible pronunciation rather than achieve native-speaker"<sup>13</sup> it means that pronunciation is an important role in communication, foreign language teachers must attribute proper importance in teaching pronunciation in their classes. Hence, the key of communication is correct pronunciation. So students'

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<sup>12</sup> Scott Thornbury, *How to Teach Speaking* (Cambridge: Longman, 2004), p.70.

<sup>13</sup> Jeremy Harmer, *The Practice English Language Teaching* (Cambridge: Longman, 2004), p.184.

pronunciation could be improved because when they hear sound properly, learners could utter sounds effectively.

In the process of teaching pronunciation, the role of the teacher is significant. Teaching a foreign language pronunciation is not simple. In fact, it is complicated process. Pronunciation could be taught different ways through games, drills, chaining, spelling activities etc. While teaching pronunciation, using games and activities could enhance learning process.

As one of teaching strategies, reading aloud could help the students in solving the problem when they have difficulty in pronouncing. Reading aloud is necessary to be learned. It is supported by Huang that “reading aloud is used as the major and magic way to improve students’ oral English”<sup>14</sup> for some students who do not have the confidence to practice spoken English, reading aloud can help them overcome the faults of dissiliency, repeat, improper pause, and develop natural and good pronunciation habit. By using reading aloud technique, students can test themselves whether the pronunciation that they are saying is correct or not. If the pronunciation is not correct, it can be revised directly by the teacher. Reading aloud can not only help us open our mouths, but also improve our oral English evidently.

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<sup>14</sup> Lianguang Huang, *Reading Aloud in the Foreign Language Teaching*, 2010, English Department, Zhenjiang Watercraft College of PLA, Volume 6, p.148. Available at : <http://www.ccsenet.org/journal/index.php/ass/article/viewFile/5683/4602> [ on Wednesday 15<sup>th</sup>, June 2016 ]

## **F. Strengths and Weakness of Using Read Aloud Technique in Teaching Pronunciation**

There are four advantages of reading aloud techniques which are adapted from Huang as follows:

- a. Reading aloud is monitoring pronunciation. When the students read aloud the text, they will be able to hear their own pronunciation. Thus, their brain and feeling will know whether their pronunciation is right or wrong.
- b. Reducing speaking anxiety as it is controlled. Most of the students feel worried when they should speak in front of other people. They are afraid of their speaking which cannot be understood by the listener. That is why, by using reading aloud technique, it can help them decrease their speaking anxiety because they just focus on the text and read it aloud.
- c. Indirectly connecting to writing via intonation. There were two components of pronunciation. They were intonation and word stress. Intonation is the melody of the language. Hence, by using reading aloud technique, the students need to control their intonation in pronouncing the English words. Then, from the intonation, the students will improve their ability in writing the English words because they can imitate the sound to the writing.

- d. Improving reading fluency. The more the students practice reading aloud some texts, the better reading fluency they will have. It means that by doing some exercises in reading some texts aloud, students can improve their reading fluency because they are accustomed to reading it aloud. It is in line with a proverb saying “Practice makes perfect”.<sup>15</sup>

From the explanations above, it could be concluded that reading aloud gives many benefits in the teaching and learning process of pronunciation because it helps learners in improving their pronunciation achievement. However, there are some weaknesses of using reading aloud in teaching pronunciation which can be described as follows:

- a. Reading aloud frequently will slow down our reading speed that we always emphasize to improve.
- b. Reading aloud only can give a few students chances of practice while the others feel bored.
- c. The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.

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<sup>15</sup> *Ibid*, p. 149.

## G. Problems in Teaching and Learning Pronunciation

### 1. Teacher's Problems in Teaching Pronunciation

Teaching English pronunciation is an area of language teaching that many English teachers avoid. Teacher have to know the point of language and pronunciation that will trasfering in teaching and learning process. There are some problems by teacher in teaching pronunciation which effect the outcomes of teaching and learning pronunciation in the class. There are some problems in pronunciation teaching such as:<sup>16</sup>

- 1) *Lack of knowledge of the theory of pronunciation.* The fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. To teach pronunciation effectively teacher need several type of knowledge such as how the speaker's mouths move when they produce the sound of language and how word stress, rhythm, connected speech and intonation work.
- 2) *Teacher only focus on grammar and vocabulary.* A lesson which focusses on particular language structures or lexis needs to inlcude features of pronunciation in order to give students the full picture, and hence a better chance of being able to communicate succsessfully. While planning teachers should decide what pronunciation issues are relevent to the particular structures and lexis being dealt with in the lesson.

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<sup>16</sup> Gerald Kelly, *How to Teach Pronunciation* (Malaysia: Longman, 2000), p.13.



- 3) *Lack of practical classroom skill.* Teacher generally uses prompts, pictures, mime ect, to help the process along. Given the complex relationship between English spelling and pronunciation, drilling is the best done before students see the written form of the language. And also reading aloud, reading aloud is a classroom acivity which has fallen in and out of favour with teachers at various times. Reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation.
- 4) *Most of the teacher just teach something once and expect the students to master it right away.* When the students learn new sounds, they need to learn to move the muscles of their mouth in new ways and change the pronunciation habits they've built up all through their life. This isn't easy and it takes a long time. Teacher need to come back to the same point again and again, giving students lots of review and continued practice.

From the explanation above, it can concluded that some of problems faced by teacher in teaching pronunciation are lack of knowledge of the theory of pronunciation, teacher only focus on grammar and vocabulary, lac of practical classroom skill, most of the teacher just teach something once and expect the students to master it right away. All of those problems should be solved to make the teaching process succesful in the class.

## 2. Student's Problem in Learning Pronunciation

A learner is trying to use the language but using correct pronunciation to be able to communicate and transfer their ideas in any activity of learning language. However in the practice of learning pronunciation in the class, there are some problems which often happen in the process of learning pronunciation. Furthermore, that there are four indicators of good and accurate pronunciation as follows:

### 1) *Motivation and concern for good pronunciation.*

Some learners to be more concerned about their pronunciation than others. This often is expressed in statements about how 'bad' their pronunciation is and in requests for correction. We we talk in terms of 'strength of concern' for pronunciation we are really pinpointing a type of motivation. The desire to do well is a kind of achievement of motivation. Conversely, if you don't care about a particular task or don't want to say it, you won't to be motivated to do well.<sup>17</sup> Learners in any subject area tend to make more progress if they *want* to learn. No teacher can force students to learn if they're not motivated. We can provide information and many chances to practice, but we don't have the power to change our students' pronunciation for them. They have to want to do it and be willing to do the work themselves.

### 2) *English spelling is not phonetic.* Students are very often puzzled by English spelling, and pronunciation seems to them to be not only arbitrary but

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<sup>17</sup> Joanne Kenworthy , *Teaching English Pronunciation*, ( New York, Longman, 1988), p.8

unrelated to any other part of their course<sup>18</sup>. And also many native speakers of English have problems with spelling correctly. One of the main reasons for this is that many, many English words are not spelled as they are spoken. This difference between pronunciation and spelling causes a lot of confusion. The combination "ough" provides an excellent example: Tough pronounced tuf (the 'u' sounding as in 'cup'), Through pronounced hroo, Dough pronounced doe (long 'o'), Bought pronounced bawt.

- 3) *Intonation*. Most of students using a flat sound. They are not using their intonation when they are pronounce the words. Whereas, Kelly said that as well as helping to determine meaning, intonation gives us clues about the attitude of speaker, or how he feels about what he is saying.<sup>19</sup> But students hard to apply intonation when they speak or read a text.
- 4) *Stress*. Student feel difficult to apply their stress so teachers need to spend time teaching learners the rules for word stress in English pronunciation, as well as focusing on individual sounds that may be difficult for the learners in their classes.

#### **H. Procedure of Teaching Pronunciation by Using Reading Aloud Technique**

The procedure of teaching pronunciation by using reading aloud technique according to Ayu in her research about reading aloud as follows:

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<sup>18</sup> *Op. Cit*, p. 122.

<sup>19</sup> *Ibid* p.86.

1. Teacher helped the students to perceive English words by modelling how to read a text in a phrase of a paper.
2. Teacher asked the students to read aloud the text together in order to help them in making correct English sounds. From this step, the researcher knew some mispronunciation words that the students mostly did.
3. Teacher gave feedback to the students by giving some corrections to their mispronunciation. The researcher drilled the students in order to make them familiar with the English sounds by asking the students to read the text aloud.
4. The students worked in pairs and asked their friend to listen and gave comment about their pronunciation. Finally, the researcher asked the students to come forward one by one to read the narrative text aloud.
5. Teacher recorded the students' voice and scored their pronunciation based on the phonetic transcription.<sup>20</sup>

The National Network for Child Care provides the following guidelines for adult when reading aloud to children such as :

1. Allow time for the children to gather and settle in. Make sure each child is comfortable and ready attention. A gentle reminder such as, "It is time to put on your listening ears," will help.
2. When everyone is ready, introduce the book. Include three things:
  - a. A short sentence or two that relates the book to your children.

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<sup>20</sup> Ayu Kemalasari Adita, *The Use of Reading Aloud Technique to Improve the VIII-A Grade Student' Pronunciation Achievement*, (Situbondo: Language and Arts Education Program, 2014), p.4.

- b. The title of the book.
  - c. The author and or illustration of the book
3. Point to the title as you say it, as well as the name of the author and or illustrator. Use the words author and illustrator. Explain that the author writes the story and the illustrator draws the pictures. Sometimes the same person does both. Gradually children will begin to ask for their favorites.
4. Move the book around, either as you read at the end of the page, so that each child can see the illustrations. This is very important because the children are “reading” the pictures as you read the words. In picture story books, the illustrations show a lot of the story action. Try not to block the illustrations with your arm as you turn the pages.
5. Read with expression. Change the pitch (high-low), tone (gentle-rough), and volume (soft-loud) of your voice to show different characters or create a mood.
6. Pacing your reading to fit the story. Let your voice reflect anticipation. A short pause can create suspense. Do not read too quickly. The children need enough time to look at the pictures and think about what they are hearing.
7. Get involved. Let your facial expressions show the story content by smiling, frowning, showing surprise, and anger.
8. Ask the children to take part in any story that has repetitive phrase.
9. When you have finished reading, close the book and say, “and that’s the story of Annie and the Wild Animals”. Wait a few moments. This gives the children time to ask questions or make comments. Do not ask “Did you like the story”

or “Wasn’t that a good story?” they will want to please you with a “yes” answer and may not give their true ideas.

10. If a child says they have already heard the story you are about to read, say, “Oh! I’m so glad” or “Isn’t that wonderful. You will need to listen very carefully and see if it’s exactly the same story you already know. I’ll check with you when we’re finished.” Be sure to follow through. The child will probably remind you.

11. Remember reading aloud does not come naturally to everyone. Doing it successfully comes with practice.<sup>21</sup>

Based on some statement from expert above, the researcher concludes that the procedure of teaching pronunciation through reading aloud in this research can be described as follows:

#### Pre-Activity

1. The teacher opens the class by greetings.
2. The teacher introduces and explain the topic of the materials.

#### While Activity

1. The teacher giving model to the students in producing correct pronunciation in English texts aloud. In this step, the students paid attention and tried to imitate the same sounds produced by the teacher.

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<sup>21</sup> The National Network for Child Care (NNCC), *Reading Aloud*, 2004, Pennsylvania State University Cooperative Extensio., p.9. Available at : [www.nncc.org/Literacy/better.read.aloud.html](http://www.nncc.org/Literacy/better.read.aloud.html) [ on Wednesday 7<sup>th</sup>, February 2017 ]

2. The teacher gives the students a phrase in a paper that contained some example of words to be pronounced and asked to students in listening carefully the text as long as the teacher read and pronounced the words.
3. The teacher gives chance to the students to read aloud the text. From this step, the teacher found or heard some mispronunciations produced by the students.
4. The teacher drilling the incorrect pronunciations produced by the students.
5. The teacher asked students to repeat the words after her using read aloud technique.
6. The teacher asked the students to imitate the word with correct pronunciation through reading aloud.

#### Post-Activity

1. The teacher gives them worksheet in form a short text and then asked them to read aloud and performed in front of class one by one.
2. The teacher gives the score for students which are able to read correctly.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher employed a qualitative descriptive research. Qualitative research is a research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>1</sup> In other words, qualitative research serves the data in descriptive form not in numerical form. Qualitative research is naturalistic research method because the research did on natural setting.<sup>2</sup> It means in qualitative research, researcher in doing research can not make own schedule. Through this method the researcher concentrate on teaching learning pronunciation through reading aloud and determining the problem faced by the teacher and students.

By this qualitative research, the researcher only describes and analyzes the process of teaching-learning pronunciation through reading aloud at the second semester to the eighth grade students of SMP N 2 Gading Rejo in the academic year 2016/2017.

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<sup>1</sup>Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), p.219

<sup>2</sup>Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung : Alfabeta, 2011), p.7.



## B. Research Subject

In this research, the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.<sup>3</sup> According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.<sup>4</sup> It means in this research, researcher chosen the subject according to the need and purpose of the research. The researcher chosen the English teacher and the students of SMP Negeri 2 Gading Rejo as the participant of this research. The researcher asked the teacher of Eighth Grade who taught English as a sample class. Then, the researcher chosen class VIII G as the sample of the research because this class had a big problem in their pronunciation based on the interview with the teacher.

## C. Data Collecting Technique and Instrument

In this research, the researcher used three kinds of instrument in qualitative research. They are observation, interview, and questionnaire. Observation is conducted to get the data of certain activity. The researcher conducted an interview to ask the teacher about problem in teaching and learning pronunciation. The last, the researcher gave

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<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), p.127.

<sup>4</sup>Marguerite, et.al, *Methods in Educational Research: from Theory to Practice* (San Francisco: Jasey-Bass, 2006), p.152.

questionnaire to the students to confirm the answer given by their English teacher.

The steps are as follows :

### 1. Observation

Observation is to explain the situation that is examined, the activities that take place, individuals who are involved in an activity and the relationship between the situations, events and individuals.<sup>5</sup> Observation is proper used in the research which related with teaching learning process, the researchers used this technique as primary technique in order to know students and teachers activity in process of learning pronunciation through reading aloud. In this research the researcher functions as observer to get the data, the researcher does not involve directly in the classroom activity. The researcher will make a note during teaching learning process. In this case, the researcher only noted, analyzed and made inferences about the object under study. The researcher used specification as follows.

**Table 1**  
**Observation Guideline**

No	Aspect	Indicators	No. Item	Total Item
1.	The procedure of teaching pronunciation through reading aloud technique.	To know the teacher used reading aloud technique in teaching learning process.	1,2,3,4,5	5
2.	Teacher problems in teaching	To know the teacher's problems in activity the	6,7,8,9	4

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<sup>5</sup>Ag. Bambang Setiyadi, *Op.Cit*, p.239

	pronunciation.	classroom.		
3.	The student problems in learning pronunciation.	To know students problems which may arise in teaching learning process.	10,11,12,13	4

## 2. Interview

Most qualitative research included interviews. Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint contraction of meaning about a particular topic.<sup>6</sup> Interviewing provides the researcher a mean to gain a deeper understanding of how participant interprets a situation or phenomenon that can be gained through observation. The interview will be used in collecting data from the teacher. The teacher will be asked about their opinions of the activity process including problems faced in the use of reading aloud technique in teaching and learning Pronunciation. In addition, this interview is aim to make sure about the result of the observation and to get more data related to this research. The researcher used guided interview in which the researcher already prepared several questions as guidelines for the interview, the researcher used specification of interview as follows:

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<sup>6</sup> *Ibid*, p. 226

**Table 2**  
**Interview Guideline**

Aspect	Indicators	No. Item	Total Item
To know the teacher problem in teaching pronunciation	Ask the teacher whether he has any problems to make students understand about theory of pronunciation and use it in skills.	1	1
	Ask the teacher whether he only focus on grammar and vocabulary in teaching pronunciation.	2,3	2
	Ask the teacher's opinion about practical classroom skill.	4	1
	Ask the teachers' opinion if the teachers only teach something once.	5	1
To know general process of English learning activity.	Ask the teacher whether he find student's difficulties in learning pronunciation?	6	1
To know the problem during the process while applying reading aloud technique in teaching pronunciation?	Ask the teacher what are the problem faced by students in learning pronunciation through reading aloud technique.	7	1

### 3. Questionnaire

The researcher will give questionnaire to the students. Questionnaire printed from the data including questions or statements to which the subjects are expected to respond.<sup>7</sup> Questionnaire is a method used to get the data by submitting written questions to respondent. To get the data about students' pronunciation ability, firstly the researcher did the observation to get the

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<sup>7</sup>Suharsimi Arikunto, *Op.Cit.* p. 226.

information about the existence and the condition of the school from the teacher and the head master of the school. Secondly, the researcher did the interview to the English teacher to get more about the data of student's ability in pronunciation. The researcher also made same dialogue with the students to ask them about their ability or difficulty in pronunciation. The researcher also used the questionnaire to get the detail information of students' pronunciation ability, the problem they faced and the technique they used in learning pronunciation. The researcher used specification of questionnaire as follows:

**Table 3**  
**Questionnaire Guideline**

Aspect	Indicators	No. Item	Total Item
Students problems in learning pronunciation	To know some problems such as students motivation, concern for good pronunciation, distinguish English spelling and phonetic.	1,2,3,4	4
	To know some problems in learning pronunciation such as intonation, stress and unstress.	5,6,7	3
The procedure of teaching pronunciation through reading aloud technique	To know students opinion in learning pronunciation through reading aloud technique	8, 10	2
	To know students responses in learning pronunciation through reading aloud technique?	9	1

#### **D. Research Procedure**

To obtain the accurate data, the researcher followed the procedures of research in the following steps based on Creswell's, they are :

1. Identifying a research problems.
2. Reviewing the literature.
3. Specifying a purpose for research.
4. Collecting the data.
5. Analysis and interpreting the data.
6. Reporting and evaluating research.

Those steps were the procedures of this research. Firstly, the researcher identified a research problems. Here, the researcher observed the process of teaching pronunciation through reading aloud, recognized the teacher's problem in teaching pronunciation through reading aloud and the student's problem in learning pronunciation through reading aloud. Secondly, the researcher reviewed the literature. It means that the researcher has some basic theories that related to her research. The grand theories that the researcher used in her research were theory of pronunciation and reading aloud.

The third procedure of this research was specifying a purpose for this research. The purposes of this research are the answers of research problem that the researcher made. Next procedure was collecting the data. The researcher collected the data by observing, interviewing, and giving questionnaire. Analyzing and interpreting the data were the fifth procedure of this research. This procedure was done by the

researcher after collecting the data. The last procedure was reporting and evaluating research. After conducting the research, the researcher developed a written report.

### **E. Credibility of Data**

In the qualitative research, the researcher has two reveal the data as the real life of the subject. This qualitative research used some methodoogies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed.

According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.<sup>8</sup> Validity is the degree of occurancy of the data happens to the object of research with the power that can be reported by investigation. There are six kinds of triangulation :

- a. Triangulation of time, triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional carried out in the same time with the different group but in the longitudinal, data collectin carried out from the same group different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similiar data.

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<sup>8</sup> Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.246.

- c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with the different theory.
- d. Triangulation of method. In triangulation of method the researcher use different method for collecting similiar data.
- e. Researcher triangulation. In researcher triangulation, for collecting the same data, it done by some people.
- f. Triangulation of methodology. In triangulation methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the researcher collect the both of data from those approach.<sup>9</sup>

In this research, the researcher used triangulation of method. In triangulation of method, the researcher used three data collecting techniques; they were observation, interview, and questionnaire. The observation was focussed on the process of teaching pronunciation through reading aloud and problem faced both teacher and students. Interview and questionnaire were conducted to get the data which can be used to make sure about the result of observation.

## **F. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or

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<sup>9</sup> Ag Bambang Setiyadi, *Op Cit*, pp. 346-347



verification.<sup>10</sup> These are clear explanation about data analysis process of this research:

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>11</sup> In this case, the researcher will select the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

### 2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>12</sup>

Some activities in analyzing the data that will be done by the researcher in data display are:

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<sup>10</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12

<sup>11</sup>*Ibid*, p.10

<sup>12</sup>*Ibid*, p.11

a. Observing the teaching and learning process

In this step the researcher will observe the teaching and learning process by the observation sheet to know how is the process of teaching pronunciation through reading aloud. By observing the class the researcher will know how is the process of teaching pronunciation through reading aloud.

b. Interviewing the teacher

In this step, the researcher will interview the teacher to get information about what are the teacher's problems in teaching pronunciation through reading aloud. By interviewing the teacher the researcher will know what are the teacher's problems in teaching pronunciation through reading aloud.

c. Giving questionnaire

In this step, the researcher gives the questionnaires to students. This step will be conducted to know what students' problems in learning pronunciation through reading aloud. From display the data, the researcher will get the conclusion in order to answer all about the research questions in this research.

#### **D. Conclusion Drawing/Verification**

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to

assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>13</sup> In this step, the researcher will Draw the conclusion and verify the answer of research question that will be done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the researcher will get the conclusion about teaching pronunciation through reading aloud at the second semester at the eighth of SMP Negeri 2 Gading Rejo in the academic year 2016/2017.



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<sup>13</sup> *Ibid*, p.11

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Data Analysis**

After collecting the data, the researcher analyzed the data that consist of observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrase of data analysis, they are; data reduction, data display, and conclusion drawing or verification.

#### **1. Data Reduction**

Data Reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>1</sup> In this case, the researcher selected which the data that were used in her research. There were three instruments used to collect the data; observation, interview and questionnaire. Observation became the key of instrument in this research, whereas interview and questionnaire became the supporting instruments. In this step, the researcher analyzed the data based on each instrument.

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<sup>1</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publication, Thousand Oaks, 1994),p.12.

### a. Observation Data

The researcher employed an observation (see appendix 3). The observation was conducted to know the process of teaching and learning pronunciation through reading aloud technique in two meetings. In collecting the data, the researcher employed an observation, which became the main instrument. The researcher observed the students, the teacher, and the teaching learning process. The data of observation has been identified as described in the following discussion.

#### 1) First Meeting

In the first meeting the researcher conducted the research on Wednesday, May 31<sup>th</sup> 2017 at 09.00 until 10.15 AM in the morning. Before teaching and learning was begun, the teacher had prepared the materials in procedure.

##### a) Pre-activity (Introduction)

The teacher started the class by greeting the students. Afterwards, the teacher checked the attendance list and built good relationship or made small talk with students before starting the lesson.

##### b) Main-Activity

In the main-activity, first the teacher reviewed previous lesson. Then, the teacher started the lesson. After that, the teacher introduced the material would be taught. Next, the teacher helped the students to perceive English words by modelling how to read the narrative text. Then, the teacher asked

the students to read aloud the text together in order to help them in making correct English sounds. From this step, the teacher knew some mispronunciation words that produced by students. Next, the teacher gave feedback to the students by giving some corrections to their mispronunciation. The teacher drilled the students in order to make them familiar with the English sounds by asking the students to read the text aloud. After that, teacher gave a chance to the students to read aloud the text together.

c) Close-activity (Closing)

In the close-activity, the teacher closed the lesson.

2) Second Meeting

In the second meeting the researcher conducted the research on Friday, June 2<sup>nd</sup> 2017 at 08.15 until 09.30 AM in the morning. Before teaching and learning was begun, the teacher had prepared the materials in procedure.

a) Pre-activity (Introduction)

The teacher started the class by greeting the students. Afterwards, the teacher checked the attendance list and built good relationship or made small talk with students before starting the lesson.

b) Main-activity

In the main-activity, the teacher reviewed previous lesson and reminded the students about the text and how to pronounced it. Then, the teacher

continued the lesson. The teacher gave them worksheet in form a short text and then seven students performed in front of class and read the text aloud one by one. Next, until all of the student have a chance to perform and read the text aloud. Finally, the teacher gave motivation to the students to learn deeply about the material, evaluated the students' respond in teaching learning pronunciation and conclude the material.

c) Close-activity

In the close-activity, the teacher closed the lesson with pray together.

**b. Interview Data**

To support the data of the observation, the researcher employed interviews. The researcher interviewed the English teacher. The researcher aimed at knowing the teacher's problems and students' problem during teaching and learning pronunciation by using reading aloud technique. There were 7 questions that the researcher asked the English teacher (see Appendix 5). From the result of the interview, the researcher concluded that the teacher had difficulties in pronouncing some words. The teacher rather to a feeling of doubt as to how to teach it. He not sure when he pronounced some word such as pronounced the word twice with a feeling doubt so it made the students doubt to pronounce word also. Kelly said that to teach pronunciation effectivelly teacher need several type of knowledge such as how the speaker's mouths move when they produce the sound of language and how word stress, rhytm, connected speech and intonation work. But in the fact, the researcher found that the



teacher not given the example to the students how to pronounce the word correctly with stress, rhythm and intonation.

### **c. Questionnaire Data**

The researcher also employed a questionnaire to the students for supporting the result of the class observation and interview. The questionnaire aimed to get deeper understanding of students' problems and their opinions in learning pronunciation through reading aloud technique. In addition, questionnaire consisted of ten questions (see appendix 4). Questionnaire was given to the whole students in Class VIII G which consisted of 36 students. Based on the result of questionnaire with the students, the researcher found that reading aloud technique did not help them in learning pronunciation even more some of the students still found difficult. From the result of questionnaire the researcher can conclude that the students problem in learning pronunciation through reading aloud were shy and doubt when they pronounced the words.

## **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered

during the initial process of data reduction.<sup>2</sup> In this case, the analysis is done based on data collected by each instrument.

**a. Observation Report**

The observation consists of three points. The first point was observed while activity which consisted of seven procedures. The observation consists of three points. The first point was observed while activity which consisted of seven procedures. The researcher investigated whether the application of the basic procedure applied by the teacher or not. After the researcher observed the process of teaching and learning in the class, the researcher found out the teacher not apply all basic procedure of teaching pronunciation through reading aloud technique. According to Ayu Kemala, there are seven basic procedures in teaching and learning pronunciation by using reading aloud technique. Based on the seven basic procedure in teaching and learning pronunciation by using reading aloud technique the researcher noted the while activity. The explanation of the application of those basic procedure, can be seen it the table below :

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<sup>2</sup> *Ibid*, p.10.

**Table 4**  
**Observation Checklist**

No.	Items to Observation	Yes	No	Notes
<b>First Meeting</b>				
1.	Did the teacher give model to the students in producing correct pronunciation in English texts aloud?	✓		The teacher gave a model to the students in producing correct pronunciation in English texts aloud.
2.	Did the teacher give the students a phrase in a paper that contained some example of words?	✓		The teacher gave the students a phrase in a paper that contained some example of words.
3.	Did the teacher give a chance to the students to read aloud the text?	✓		The teacher gave a chance to the students to read aloud the text.
<b>Second Meeting</b>				
4.	Did the teacher gives them worksheet in form a short text and then asked them to read aloud and performed in front of class one by one?	✓		The teacher gave them worksheet in form a short text and then asked them to read aloud and performed in front of the class four until five students. But not all of students have a chance to read because the time were almost end.
5.	Did the teacher gives the score for students which are able to read with correct pronunciation?		✓	The end of the lesson the teacher did not give the score for students because the time were almost end.
<b>The teacher and the students problem</b>				
<b>A.</b>	<b>Teacher's Problem</b>			
	1) The teacher has a lack of knowledge of the theory of pronunciation.	✓		Teacher had difficulties of theory pronunciation.
	2) The teacher only focus on grammar and vocabulary.	✓		Teacher sometimes only focus on grammar and vocabulary while learning pronunciation in the class.
	3) The teacher has a lack of practical classroom skill.	✓		Teacher sometimes confuse what technique or method that will given in teaching pronunciation.
	4) The teacher just teach something once and expect the students to master it right away.		✓	Teacher not just teach something once. It was shown by the teacher that teaching pronunciation used drilling and back to the same point again and again.
<b>B.</b>	<b>Students' Problem</b>			

	1) The students' have a lack motivation and concern for good pronunciation.		✓	Actually, their motivation for learning pronunciation was good, based on the questionnaire that the researcher gave to them. They want to increase their pronunciation but most of students stated that they concern for good pronunciation.
	2) The students have a difficulties in English spelling is not phonetic.		✓	The students found difficulties in English spelling is not phonetic. The difference between pronunciation and spelling cause a lot of confusion for the students.
	3) The students difficult to apply their intonation in learning pronunciation.		✓	The students have difficulties in applied their intonation in learning pronunciation. They were not using their intonation when they are pronounced the words.
	4) The students difficult to apply their stress in learning pronunciation.		✓	The students found difficulties in applied their stress fall on the first, the middle or even the last. They were said that this was the hard part for the students in learning pronunciation.

In the end of the lesson the teacher not gave the score for the students, score as the reward for each students who read the text with correct pronunciation. Besides, the students had difficulties in distinguish English spelling and and phonetic while teaching and learning process. During the process of teaching and learning pronunciation through reading aloud technique the researcher make a video and take some pictures as a documentation of this process to support the observation result.

#### **b. Interview Report**

The researcher also employed interviews to support the data of the observation. The interviews were composed based on the stages of the teaching pronunciation, teacher's problems and students' problems in teaching and learning pronunciation.

The interviews were intended to find out the teacher's and students' opinion about pronunciation class and their problems in teaching and learning pronunciation by using reading aloud technique. There were seven questions that the researcher asked to the teacher about the problems and her opinion in teaching pronunciation through reading aloud technique (See Appendix 5).

From the result of interview to the teacher, the researcher concluded that teacher applied reading aloud technique in teaching pronunciation was running well. But the teacher had difficulties in applying the steps in teaching pronunciation by reading aloud technique. They can be explained as follows :

**Table 5**  
**Teacher's Interview Result**

No	Problems
1.	Teacher had a lack of knowledge of the theory of pronunciation.
2.	Teacher had difficulties in practical classroom skill.
3.	Teacher sometimes only focus on grammar and vocabulary.
4.	Students had difficulties in learning pronunciation, especially to pronounce the word attention with stress and unstress.
5.	Students were shy and afraid if they made mistake and students had problems in working memory.

#### **b. Questionnaire Report**

The researcher also employed questionnaire to the students for supporting the result of the observation and interview. The questions in questionnaire were designed almost same with the question in interview to students. It is aimed to get deeper understanding of students' problems and their opinions in learning pronunciation by

using reading aloud technique and as the proponent proof of the result interview to the students. Questionnaire was given to the whole students in class VIII G which consisted of 36 students.

### 1) Questionnaire Result

Based on the questionnaire filled by the students, the researcher could describe students response was varied and it was described in table as follows.

**Table 6**  
**Questionnaire Result**

No	Question	Answer		Percentage		Total
		Yes	No	Yes	No	
1	Are you interested in learning pronunciation in the class ?	28	8	78%	22%	36
2	Do you concern for good pronunciation in the class?	23	13	64%	36%	36
3	Do you have difficulties with English spelling in learning pronunciation?	25	11	69%	31%	36
4	Do you have difficulties with phonetic in learning pronunciation?	29	7	81%	19%	36
5	Do you have a problem to distinguish English spelling and phonetic in the class?	30	6	83%	17%	36
6	Do you have difficulties to pronounce the word with a good intonation?	28	8	78%	22%	36
7	Do you have difficulties to pronounce the word attention with stress and unstress?	32	6	89%	11%	36
8	Are you enjoy in learning pronunciation by using reading aloud technique?	27	9	75%	25%	36
9	What are the problem faced in learning pronunciation in the class?	-	-	-	-	-
10	Whether by using reading aloud technique can increase your pronunciation ability?	29	7	81%	19%	36

However, based on the questionnaire filled by the students, the researcher could explain as follows.

Based on the data number one, there were 78% students in VIII G class that interested in learning pronunciation. Besides, there were 22% students argued that did not interested in learning pronunciation. It meant that students actually interested in learning pronunciation. It can be concluded that most of students agreed that pronunciation class interested to them.

Referring the data number two, there were 64% students worried for good pronunciation in the class, while 36% from the amount of the students did not worried and still confident for good pronunciation in the class. It can be concluded that majority of the students not confident and worried for good pronunciation while teaching learning process.

Based the data number three, there were 69% had difficulties with English spelling in learning pronunciation, while 31% from the amount of the students had no difficulties with English spelling in learning pronunciation. It can be concluded that majority of the students had difficulties with English spelling in learning pronunciation.

Based on the data number four, there were 81% from the total of the students who had difficulties with phonetic in learning pronunciation . But 19% of them stated that they had no difficulties with phonetic in learning pronunciation. It can be concluded that majority of the students had difficulties with phonetic in learning pronunciation.



Number five, show that 83% students in VIII G class they had problem to distinguish English spelling and phonetic in the class. Beside 17% of students did not have problem to distinguish English spelling and phonetic in the class. It can be concluded that most of them still could not comprehend English spelling and phonetic well. They had difficulties to distinguish English spelling and phonetic in the class.

Based on the data number six, there were 78% from the total of the students stated that they had difficulties to pronounce the word with a good intonation. Beside 27% of them stated that they had no difficulties to pronounce the word with a good intonation. It means that most of the students had difficulties to pronounce the word with a good intonation.

Referring to the data number seven, there were 89 % students had difficulties to pronounce the word attention with stress and unstress. While 11% students stated that they had no difficulties to pronounce the word attention with stress and unstress. It can be concluded that most of them had difficulties to pronounce the word attention with stress and unstress.

Based on the data number eight, there were 75% students in VIII G that enjoyed in learning pronunciation through reading aloud technique. Besides, there were 25% students argued that did not enjoyed in learning pronunciation through reading aloud technique. It meant that students actually enjoyed in learning pronunciation through reading aloud technique.

Referring to the data number nine, mostly student mention that they had problem in learning pronunciation such as they didn't know how to pronounce the word correctly and they confused to distinguish between English spelling and ponetic. It can be concluded that most of student had some problem in learning pronunciation.

From the result of the questionnaire number ten, it showed that 81% students in VIII G class stated that reading aloud technique can increase their pronunciation ability. While 19% students argued that reading aloud technique can not increase their pronunciation ability. It can be concluded that most of the students can increase their pronunciation ability through reading aloud technique.

### **3. Conclusion Drawing/Verification**

Conclusion drawing/verification is the third level in model of qualitative data analysis of Sugiono theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this case, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching and learning pronunciation through reading aloud technique.

During the observation of teaching and learning pronunciation through reading aloud technique in the first and second meeting, the researcher found the problems as follow:

- a. Actually, students interested in learning pronunciation in the class. But based on the questionnaire most of the students stated that they concern for good pronunciation. Many of the students were shy, did not have confidence, and afraid if they made mistake.
- b. The teacher rushed to give chance students to reading aloud one by one because the times were almost end. And finally not all of students have a chance to performed in front of the class.
- c. Many of the students read the text with a low sound. And also the students read the text very slowly as if they want to understand the text or even to decode and understand the meaning of the words that they had never seen before. So The teacher seemed difficult to hear student's sound.
- d. The students had forgotten the material that had been discussed before. It indicated that the students had problem in working memory, to memorize pronunciation of the word that they had discussed before.
- e. The students hard to distinguish between written form of language and how to pronounce it.
- f. The teacher sometimes only focus on grammar and vocabulary while teaching pronunciation in the class.
- g. The teacher had difficulties in theory of pronunciation especially in stress and unstress.
- h. From ten the steps that have to applied in teaching pronunciation through reading aloud technique there is only one steps which did not applied. The end of the

lesson the teacher not gave the score for students which are able to read with correct pronunciation beacuse the time were almost end.

## **B. Discussion of Findings**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning pronunciation through reading aloud technique as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and learning pronunciation through reading aloud technique as the second and the third formulation of the problem. This research was produced by the participants of the research; they were the English teacher and the students of VIII G class in the second semester in academic year 2016/2017 that had been observed.

### **1. Process of Teaching and Learning Pronunciation through Reading Aloud Technique**

The researcher employed an observation to know how the process of teaching and learning pronunciation through reading aloud technique. The researcher was conducted in three times including observing the teaching and learning process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them.

In this research, the research observed the teaching and learning pronunciation through reading aloud technique process that was done by the teacher in two meetings. Based on the notes which were taken by the researcher, the teacher started the lesson activity by greeting the whole class, which is the culture of Muslim. Then he checked his students' attendance list and gave his students' motivation. After he gave motivations to the students, he told the students that they would read about narrative text. He not explained about how to apply in learning pronunciation through reading aloud because he said that reading aloud technique was the technique that often he did in the class in learning pronunciation. See appendix 3 for the result of the observation during the activities of teaching and learning pronunciation through reading aloud technique at SMP Negeri 2 Gading Rejo. There was one step which missed by the teacher that was the teacher not gives some questions to the students in order to make a good relationship or to make a good condition in the class.

The next activities which was did by the teacher, he gave model to the students in producing correct pronunciation in English texts aloud. Students paid attention and tried to imitate the same sounds produced by the teacher. And the next activities, the teacher gave a text to the students and asked them to read pronunciation who students know correctly. The researcher assumed that this step was not appropriate with Ayu Kemalasari's theory about teaching and learning pronunciation through reading aloud technique because it should be a prhase in a paper that contained some example of

words. But the teacher gave a narrative text for the students that contained example for knowing how far students' pronunciation ability.

After the students took a paper about narrative text, teacher gave the students a chance to read aloud that text together. Students got some mispronunciation while reading aloud process. From this step, the teacher found or heard some mispronunciations produced by students. And then the teacher correct their pronunciation correctly. After that the teacher gave the example to the students about how to pronounce the word correctly. Actually that technique was running well, but there were some steps that missed by the teacher such as the teacher rushed to give chance students to reading aloud one by one because the time were almost end. In addition, not all students have a chance to performed in front of the class. Therefore, the teacher should be able to manage the time as well. Another steps that missed by the teacher, the end of the lesson the teacher did not give score to the students beacuse the time were almost end. In addition, students did not have satisfaction about the lesson that day. Therefore, the teacher should be able to giving score for the students who can pronounce the word correctly in learning pronunciation through reading aloud technique as a reward for students itself.

From the gained through observation, the researcher assumed that the teaching and learning process especially pronunciation through reading aloud technique was running well. Even though there were many obstacles faced by the teacher and his

students, it did not give the big influence for teaching and learning process. Either English teacher and his students could anticipate and solves those obstacles.

## **2. Problem Faced by the Teacher in Teaching Pronunciation through Reading Aloud Technique**

Having conducted the research, the researcher found the teacher's problems during the applying of reading aloud technique in teaching pronunciation at SMP Negeri 2 Gading Rejo. Based on the result of observation (see appendix 3) and interview report (see appendix 5), the researcher took some conclusion about teacher's problem in teaching pronunciation through reading aloud technique.

The problem that was found teacher had difficulties of theory pronunciation. Based on the researcher's interview to English teacher, researcher found that the teacher difficult in understanding theory of pronunciation especially in applying stress and unstress and the teacher had no many references about that material. It was supported by Kelly that said to teach pronunciation effectively teacher need several type of knowledge such as how the speaker's mouths move when they produce the sound of language and how word stress, rhythm, connected speech and intonation work.

Next problem was the teacher sometimes only focus on grammar and vocabulary, he said that students need to know the meaning first before knowing the pronunciation and also in the last examination students need a lots of vocabulary to answer the question. It was a line with Kelly, he said a lesson which focusses on particular



language structures or lexis needs to include features of pronunciation. It was appropriate with Kelly theory, it was not one of the problem of the teacher. In teaching vocabulary teacher should includes features of pronunciation. Not only in teaching vocabulary but also another teaching English process. In addition, the researcher found problem of English teacher it was the teacher has a lack practical classroom skill, he sometimes confuse what technique or method that will given to the students (see appendix 5, result of interview).

Based on the finding in the research above, it can be concluded theory of Kelly was appropriate with the real condition. Moreover, an English teacher has to more theory of pronunciation, a good practical classroom skill, engaging manages the class and the time as well, ect.

### **3. Problem Faced by Students in Learning Pronunciation through Reading Aloud Technique**

The researcher employed observation, interview and questionnaire to know the students' problems in learning pronunciation through reading aloud technique. Having conducted the research, the researcher found the problems of students in learning pronunciation through reading aloud technique at SMP Negeri 2 Gading Rejo.

Some problems which the researcher found during conducting the research were appropriate to theory of Kelly such as students had difficulties in English spelling is

not phonetic. As Allah SWT said in QS. Al-Israa ayah 53 that *“Say to my servants that they should (only) say those things that are best: For satan doth sow dissensions among them: For satan is to man an avowed enemy.”*<sup>3</sup> This ayah has explained that we should speak only what is the best so another one will accept our speech without miss understanding. Because satan like to make dissensions between us. Pronunciation or how to pronounce the word correctly is one of the way to increase our speaking ability. By knowing how to pronounce the words of language, we can speak the language well. It is better if the students could distinguish between English spelling is not phonetic and hopely students can solve this problem so there was no miss understanding when the students speak with another one and students can pronounce the word correctly.

The difference between pronunciation and spelling cause a lot of confusion for the students. Students Students have difficulties in applied their intonation in learning pronunciation. They read so slowly and pronounce the word with flat sound. Students found difficulties in applied their stress fall on the first, the middle, or even the last.

In addition, during the research the researcher found that the research were appropriate with Kenworthy’s theory also it was the students concern for good pronunciation while teaching and learning pronunciation process. Most of the students stated that they concern for good pronunciation. Many students did not confidence and afraid if

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<sup>3</sup> The Holy Qur’an English Translation of the meanings and Commentarry King and Fand Holy Qur’an Printing Complex. p. 288

they made mistake. But there were another point that not appropriate with Kenworthy's theory. There is new finding between theory and questionnaire result that almost students answer that they motivated in learning pronunciation and they want to increase their pronunciation as well. It can be conclude that most of the students agreed that pronunciation class interested to them.

Based on the result of problems above, it can be concluded that the problems explained in the theory were happened to the students, even there was one point the problems explained in the theory that not happened to the students and there were more problems that happened in the learning pronunciation through reading aloud technique. The researcher concluded that the English teacher could do the steps of reading aloud in teaching and learning pronunciation well, even though there were some many obstacles faced by teacher and his students, it did not give the big influence for teaching and learning process. Either the English teacher and his students could anticipate or solves those obstacles. After the researcher analyzed and found the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning pronunciation should be supported by Reading aloud, reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation. Moreover, reading aloud technique is one of the ways that can be use in learning pronunciation because it can develop the students' pronunciation.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the Researcher drew some conclusions and suggestion in teaching and learning pronunciation through reading aloud technique.

#### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. The teacher had done reading aloud technique less effective and less maximal, there were some weaknesses in several sides during the process of teaching and learning. The situation during the process of teaching and learning pronunciation through reading aloud technique was the students read the text with a low sound and read so slowly as they had never seen the words before so the teacher seemed difficult to hear students' sound. In the end of the lesson the teacher did not give teach test for the students and rushed to give chance to the students because the time were almost end. Moreover, there were some problems from teacher and students.
2. The problem were faced by the teacher in teaching pronunciation through reading aloud technique as follows:
  - a) The teacher had difficulties of theory pronunciation especially in stress and unstress
  - b) The teacher sometimes only focus on grammar and vocabulary while teaching pronunciation in the class.

c) The teacher had a lack of practical classroom skill.

3. The problem faced by students in learning pronunciation through reading aloud technique were:

- a) Students concerned for good pronunciation. Many students were shy, did not have confidence, and afraid if they made mistake.
- b) Students had no problem motivation in learning pronunciation.
- c) Students had problems to distinguish between form of language and how to pronounce it.
- d) Students had problems in applying their intonation pitch.
- e) Students had problems applying their stress fall on the first, the middle or even the last.
- f) Students had problems in working memory, to memorize pronunciation of the word that they had discussed before.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follows:

### **1. For the Teacher**

- a. The teacher should improve the use of reading aloud technique in order he can make the students understand, memories more, or repeat pronounce the words correctly. This can be done if the teacher used reading aloud technique properly by giving the students explanation about how to pronounce the words correctly and repeat it with the same point. Moreover, the teacher needs to

notice students who did not follow the step properly, in order to get the best result of teaching and learning process.

- b. The teacher should evaluate the teaching process by using reading aloud technique in order to improve the teaching and learning process.
- c. The teacher should use reading aloud technique routinely in the class to make students understand the steps well and get the best result.
- d. The teacher should manage the class and the time as well in order that the implementation of technique running well and successfully.
- e. The teacher should be more creative for creating class atmosphere.

## **2. For the Students**

- a. Survey makes students familiar with the words before they read the whole text. So students need to focus on surveying the words in the text, this is aimed to make them be able to distinguish between the written form of language and how to pronounce that words correctly.
- b. Do not concern for good pronunciation and do not feel like “how bad my pronunciation is” trying to pronounce the word correctly even though the students made mistake.
- c. Keep confidence when the teacher ask the students to read the text correctly, applying stress and intonation as well.

### **3. For the School**

The school should provide some equipments to support the teacher or students in teaching and learning English. Example: provide language laboratory.

### **4. For other Researchers**

The next researcher can conduct a study about teaching pronunciation with other technique that make students enjoy and effective in learning pronunciation to increase their pronuunciation ability.





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## APPENDIX 1

### Result of the Interview with English Teacher in Preliminary Research at SMP Negeri 2 Gading Rejo

No.	Question	Answer	Conclusion
1.	When you start to teach English ?	Since 26 years ago	Teacher had been teaching English since 26 years ago.
2.	How many students in the class?	30 to 45 students	Every class have different average of students it is about 30 to 45 students.
3.	How many English speaking score (KKM) in the eight grade?	73	English speaking score or KKM in SMP Negeri 2 Gading Rejo for the eight grade is 73.
4.	How many classes at the eight grade of SMP N 2 Gading Rejo? And are you teaching all that class?	There are 8 classes and I just handle 5 classes.	Teacher only teach 5 class to 8 class.
5.	How about students English ability in the class?	There are various ability in the class, technological progress make the students can find the difficulties material in the class. So there are some students who have a good English ability. But more than 75% students in the class still find difficulties in learning English in the class.	Students have a various ability in the class, there are some students who have a good English ability but it is more students who still find difficulties in learning English in the class.
6.	What are the students problem that you get in class?	Student feel difficult to understand the material, lack of vocabulary, hard to speak by using English and sometimes students	Students problem which is often to find are how the students understanding the material, the lack of vocabulary, hard to speak English in front of the class,

		can not pronounce the word correctly.	and students can not pronounce the word correctly.
7.	What are the technique or strategy that usually you use to increase the students pronunciation ability in the class?	Such as discussion, using some pictures, song, students read short text and then I correct it when they got some mispronounce the word.	Technique that usually used to increase students pronuntiatiion ability such as with discussion, using some pictures, song, and from teacher's statement it is include the definition of reading aloud technique.
8.	Have you ever used reading aloud technique to increase students pronunciation ability?	I have explained before that I am using taht technique, but maybe you have the different name of the technique.	English teacher in SMP Negeri 2 Gading Rejo have been using reading aloud technique to increase students pronunciation ability.
9.	Are the students be able to active in teaching and learning process in the class ?	Not all of the student can be active in learning process but there are some students who can be active in the class.	Only some students be able to active in learning process in the class .
10.	In your opinion, whether you get some fault in speaking learning process so the students can not improve their score and increase their pronunciation ability?	There is no fault, it is just students can not concentration in learning process. So, students difficult to understand the material that given by the teacher.	Students can not concentrate in teaching and learning process.
11.	How about students score related to the speaking skill especially in increasing pronunciation ability?	Only some students who got a good score.	There are so many students who got lower score.

**Hasil Wawancara dengan Guru Bahasa Inggris pada Pra-Penelitian di SMP  
Negeri 2 Gading Rejo**

No.	Pertanyaan	Jawaban
1.	Sejak kapan bapak mulai mengajar bahasa <i>Inggris</i> ?	Sejak 26 tahun yang lalu.
2.	Berapakah jumlah siswa didalam kelas?	30 sampai 45 siswa
3.	Berapakah standar kelulusan dalam bahasa <i>Inggris</i> di kelas delapan?	73
4.	Berapakah jumlah siswa kelas delapan di SMP Negeri 2 Gading Rejo? Dan apakah anda mengajar seluruh atau sebagian kelas?	Ada 8 kelas dan saya memengang 5 kelas.
5.	Bagaimana kemampuan bahasa inggris siswa di kelas?	Beragam, dengan kemajuan teknologi yang terus berkembang jadi ada beberapa siswa yang memiliki kemampuan bahasa inggris cukup baik. Namun tidak sedikit siswa yang memiliki kemampuan bahasa <i>Inggris</i> yang kurang begitu baik.
6.	Dalam pelajaran bahasa <i>Inggris</i> , apa permasalahan siswa yang sering ibu temukan ?	Siswa sulit memahami materi, minimnya <i>vocabulary</i> , sulit berbicara menggunakan bahasa <i>Inggris</i> dan sering terjadi kesalahan dalam pengucapan bahasa <i>Inggris</i> .
7.	Teknik atau strategi apakah yang biasanya bapak pakai untuk meningkatkan kemampuan <i>pronunciation</i> siswa?	Ya seperti diskusi, menggunakan gambar, lagu, siswa membaca teks pendek dan saya benarkan ketika mereka salah mengucapkan.
8.	Apakah bapak pernah menggunakan <i>reading aloud technique</i> untuk meningkatkan kemampuan <i>pronunciation</i> siswa?	Seperti yang sudah saya jelaskan tadi, saya menggunakan teknik tersebut hanya saja sebutan nama teknik nya saja yang berbeda.
9.	Apakah siswa-siswi dapat mengikuti pembelajaran dengan baik ketika proses belajar mengajar di dalam kelas berlangsung?	Tidak semua siswa dapat mengikuti proses belajar dengan baik, tapi sebagian ada yang mengikuti proses belajar dengan baik.
10.	Menurut bapak, apakah ada yang salah dalam pembelajaran	Tidak ada yang salah, hanya saja siswa kurang berkonsentrasi dalam belajar sehingga sulit

	<i>speaking</i> sehingga siswa kurang mampu meningkatkan nilai nya dan meningkatkan kemampuan <i>pronunciation</i> nya?	memahami materi yang diberikan.
11.	Bagaimana dengan nilai siswa-siswi yang berhubungan dengan <i>speaking</i> terutama dalam peningkatan kemampuan <i>pronunciation</i> ?	Sebagian ada yang baik. Namun tidak sedikit siswa yang mendapatkan nilai dibawah standar KBM.



## APPENDIX 2

### Result of the Interview with Students in Preliminary Research at SMP Negeri 2 Gading Rejo

No.	Question	Result
1.	Apakah kamu suka pelajaran bahasa <i>Inggris</i> ?	8 siswa menjawab suka 12 siswa menjawab tidak suka  Banyak siswa yang tidak menyukai pelajaran bahasa <i>inggris</i> .
2.	Bagaimana cara guru mengajar dikelas?	20 siswa menjawab ceramah dan tugas.  Karena guru bahasa <i>inggris</i> mereka sama maka siswa menjawab cara guru mengajar bahasa <i>Inggris</i> adalah dengan ceramah dan tugas.
3.	Kesulitan apa yang sering ditemukan dalam belajar bahasa <i>Inggris</i> terutama dalam pronunciation?	5 siswa menjawab bahasa <i>Inggris</i> sulit dimengerti maksudnya. 7 siswa menjawab sulit berbicara bahasa <i>inggris</i> . 9 siswa menjawab sulit melafalkan setiap kata dalam bahasa <i>Inggris</i> .  Dapat disimpulkan bahwa siswa merasa kesulitan dalam belajar bahasa <i>Inggris</i> khusus nya dalam pronunciation karena sulit melafalkan setiap kata, berbicara dalam berbahasa <i>Inggris</i> , dan sulit mengerti maksudnya.
4.	Hal apa yang kamu sukai dalam belajar bahasa <i>Inggris</i> ?	7 siswa menjawab biar keren.  7 dari 20 siswa menyukai bahasa <i>Inggris</i> karena



		keren.
5.	Hal apa yang kamu tidak sukai dalam belajar bahasa <i>Inggris</i> ?	<p>13 siswa menjawab tidak suka karena sulit.</p> <p>7 siswa menjawab tidak suka karena membosankan.</p> <p>Siswa tidak menyukai bahasa inggris karena mereka merasa belajar bahasa <i>Inggris</i> itu sulit dan membosankan.</p>



### APPENDIX 3

#### Observation Result

Subject	Pointer (s)	Yes	No	Note
Pre-activities (teacher)	1. Teacher greets the whole class	✓		The teacher greets the whole class. As the muslim it is obligation to greet each other. The teacher as the aducator has to help them in building character.
	2. Teacher checks the students attendance list	✓		When the teacher entired the class she always checked the attendece list. Check the preparedness all students.
	3. Teacher gives motivation	✓		The teacher gave the motivation to the students' how to be a good student, dreams come true.
	4. Then the teacher asks some question to the students in order to make a good relationship among them or to create a good atmosphere in the class.		✓	The teacher does not ask some questions to the students in order to make a good relationship among them or to create a good atmosphere in the class. But in way gave the motivation that does create a good atmosphere also.
	1. The teacher gives model to the students in producing correct pronunciation in English texts aloud.		✓	The teacher gave model to the students in producing correct pronunciation in English texts aloud. Students paid attention and tried to imitate the same sounds produced by the teacher.
	2. The teacher gives the students a prhase in a	✓		The teacher not gave students a prhase in a

While-activities (teacher and students)	paper that contained some example of words.			paper that contained some example of words but he gave a text about “Lion and Mouse” and there were 2 until 4 pharagraph. Every students read that text each sentence not all the text.
	3. The teacher gives a chance to the students to read aloud the text.	✓		The teacher gave a chance to the students to read aloud the text. From this step, the teacher found or heard some mispronunciations produced by students.
	4. The teacher drills incorrect pronunciation produced by students.	✓		The teacher drilled incorrect pronunciation produced by students.
	5. The teacher asks to the students to imitate the word with correct pronunciation through reading aloud.	✓		The teacher asked to the students to imitate the word with correct pronunciation through reading aloud technique.
	6. The teacher gives them worksheet in form a short text and then asked them to read aloud and performed in front of class one by one.	✓		The teacher not gave them worksheet in a form a short text, teacher asked them to read aloud and performed in front of the class four until five students. Not one by one.
	7. The teacher gives the score for students which able to read correctly.		✓	The teacher not gave the score for students which able to read correctly.
Post-activities (teacher)	1. The teacher evaluates and concludes the lesson and closes the meeting	✓		The teacher evaluated and concluded the material. One of the evaluation was the students must increase their pronunciation, read more, learn more and practice more.

The teacher and students problem				
No.	Teacher's Problem			
1.	The teacher has a lack knowledge of pronunciation theory for teaching pronunciation.	✓		The teacher difficult in applied stress and unstress, and he told that he did not have many references about pronunciation theory.
2.	The teacher only focuses on grammar and vocabulary while teaching pronunciation in the class.	✓		The sometimes only focus on grammar and vocabulary while teaching pronunciation in the class because he stated that students need a lots vocabulary to answer the question in the last examination.
3.	The teacher drilling before students see the written form of language in teaching pronunciation.	✓		The teacher drilling before students see the written form of language in teaching pronunciation, the teacher said that drilling is the best done for the students.
4.	The teacher lack of practical classroom skill.	✓		The teacher have a lack practical calssroom skill, sometimes he confused what technique or strategies that he will do in the class.
5.	The teacher just teachesthe material once to the students in teaching pronunciation.		✓	The teacher not just teaches the material once, he said that the teacher needs to come back to the same point againa and again, giving the students a lots of review and continued practice.

No.	Students' Problem		
1.	The students have a lack motivation in learning pronunciation.		<div>✓</div> <p>Almost of the students stated that they actually want to speak with a good pronunciation, they want to increase their pronunciation ability but the fact that pronunciation made them difficult in every case. So students actually have a motivation to increase their pronunciation ability.</p>
2.	The students concern for good pronunciation in the class.	✓	<p>The students concern for good pronunciation, they were worried if they made mistake. So the students slowly their sound when they have to read a text. It was because they afraid if they made mistake.</p>
3.	The students have a problem with English spelling in learning pronunciation.	✓	<p>The students feel difficult to understand English spelling in learning pronunciation because they think that it was the same with bahasa.</p>
4.	The students have a problem to distinguish English spelling and phonetic.		<p>The students had the problem to distinguish English spelling and phonetic. Pronunciation seems different every spelling, but sometimes same also. That why the students confused to know that English</p>

				spelling is not phonetic.
5.	The students have a problem intonation in learning pronunciation.	✓		The students had a problem in applying intonation while learning pronunciation, the students used a flat sound. They were not used intonation when they were pronounce the words.
6.	The students have a problem stress in learning pronunciation.			Students felt difficult to apply their stress in learning pronunciation. Stress in the first, the second, and the last.



## APPENDIX 5

### The Result of Interview with English Teacher at SMP Negeri 2 Gading Rejo

1. **Questions** : In your opinion, how about the teacher who have a lack pronunciation theory for teaching pronunciation in the class? And are you one of the teacher that?

**Answer** : *Actually as an English teacher, teacher need several type of knowledge such as how the speaker's mouth move when teacher produce the sound of language. How to apply stress and unstress, rhytm, and intonation. I am one of the teacher that, because I had a lack of theory for teaching pronunciation. I think that pronunciation is not easy. Especially in applying stress and unstress that made me a hard part. I had no many reference to give the material about stress and unstress and I had problems to understand the word while I pronounce and explain the material to the students.*

2. **Questions** : In your opinion, how about the teacher who only focuses on grammar and vocabulary while teaching pronunciation in the class? And are you one of the teacher that?

**Answer** : *Teacher should prepare all of that they want to do in the class. Sometimes grammar and vocabulary related while teaching pronunciation in the class. Teacher must keep on their way that pronunciation class is the class that have to increase students pronunciation ability. But sometimes I ask to them what the meaning of this word because students need to know the meaning first before knowing the pronunciation. In the last examination students need lots of vocabulary to answer the question.*



3. **Questions** : Do you teach pronunciation with using drilling before students see the written form of language?

**Answer** : *Drilling before students see the written form of language? Sometimes. But I am sure that I am using drilling while they got some new words that they don't know how to pronounce it. Because to make them remember about that words, drilling is the best done for the students.*

4. **Questions** : Based on your opinion, how about the teacher who has a lack practical classroom skill? And are you one of the teacher that?

**Answer** : *Actually I am one of the teacher that, sometimes I confused for giving the complex relationship between English spelling and pronunciation. Nowadays there are so many teachers giving the material with the different way such as using pictures, mime, prompts, ect. For the teacher who feel that they are have a lack practical classroom skill must get some references about that and trying to apply in the class. Because students need teacher who give them something new in every meeting.*

5. **Question** : Are the students able to increase their pronunciation ability if their teacher only teaches the material once to the students in teaching pronunciation?

**Answer** : *Of course no, I think for the students or even some teachers pronunciation was a hard part, students could not remember how to pronounce new words if the teacher only teaches the material once. Teachers need to come back to the same point again and again, giving the students lots of review and continued practice.*

6. **Question** : What are the student problems in learning pronunciation?

**Answer** : *The students were slow in reading because they didn't know how to pronounce the word, one thing that students did often when they have to read the word was they read in the same way with the form of language, for example the word "bag" it should be pronounced /bæg\ but they pronounced /b□g\. Besides, the students hard to memorize and forgot how to pronounced the words that they had knew before in last meeting. Another problems student's in learning pronunciation was they shy to pronounce the word may be they were worry if they got some mistake when they must read a text.*

7. **Question** : Do you find difficulties in teaching pronunciation through reading aloud technique?

**Answer** : *I found some difficulties in teaching pronunciation through reading aloud technique such as students hard to memorize and forgot how to pronounce the words even I have drill many times, if today they have knew about how to pronounce the word in the next meeting they forgot. It was because they hard to change pronunciation habits they have built up all though their life. And then student's sound was too low cause they were worry if they pronounce wrong words.*

**APPENDIX 6**  
**Documentation**  
**Process of Teaching and Learning in the Class**





**PERANGKAT PEMBELAJARAN**  
**RANCANA PELAKSANAAN PEMBELAJARAN**  
**PEMBELAJARAN (RPP)**

**PENDIDIKAN BUDAYA DAN KARAKTER BANGSA**

Mata Pelajaran	: Bahasa Inggris
Satuan Pendidikan	: SMP/MTs.
Kelas/Semester	: VIII/ 1
Nama Guru	: Slamet Bowo, S.Pd
NIP/NIK	: 196801161993021002
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